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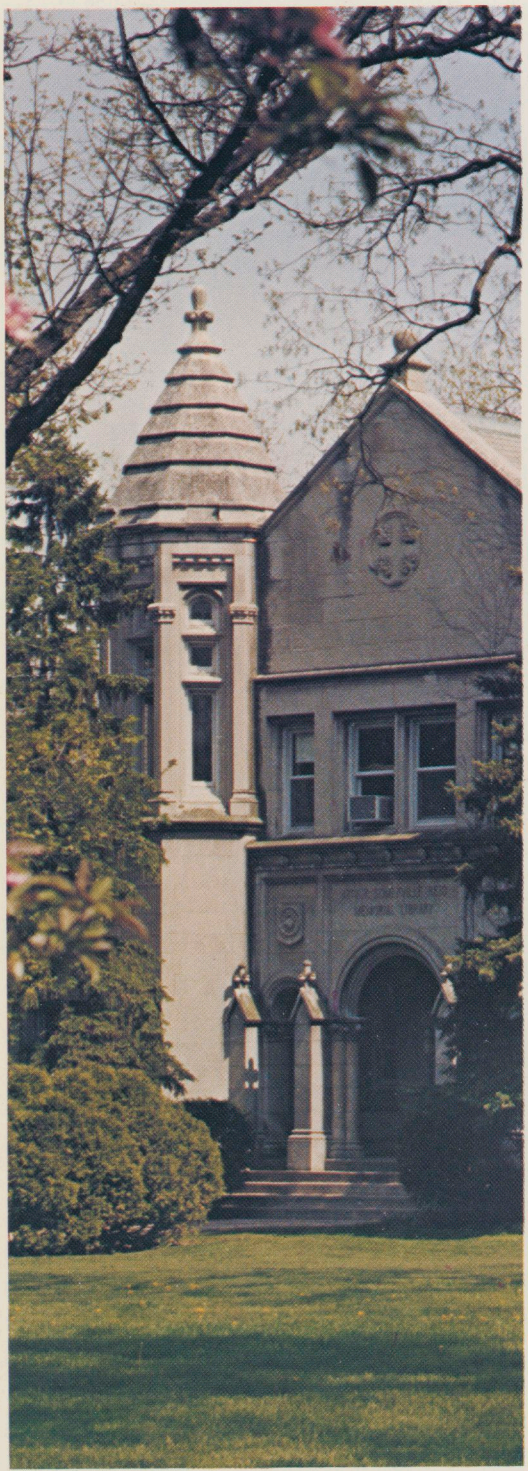
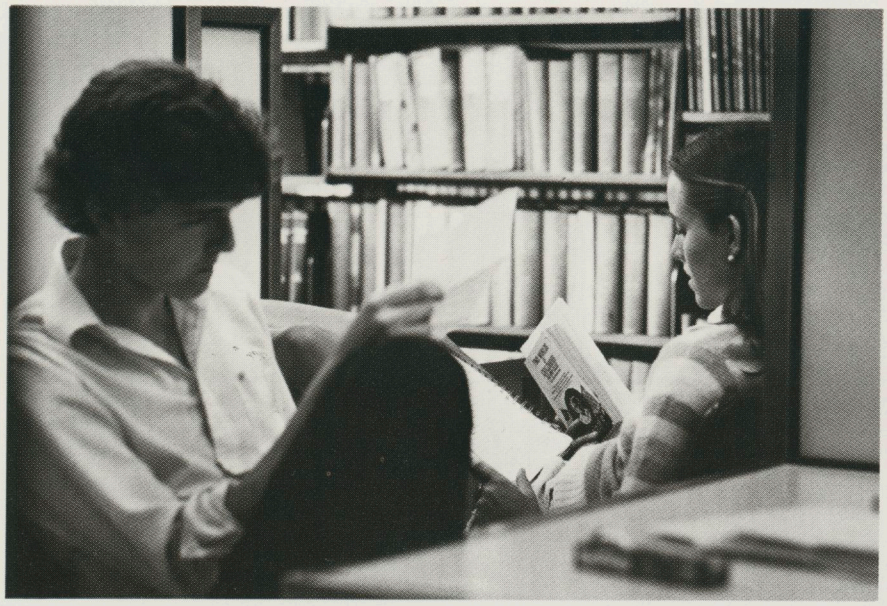
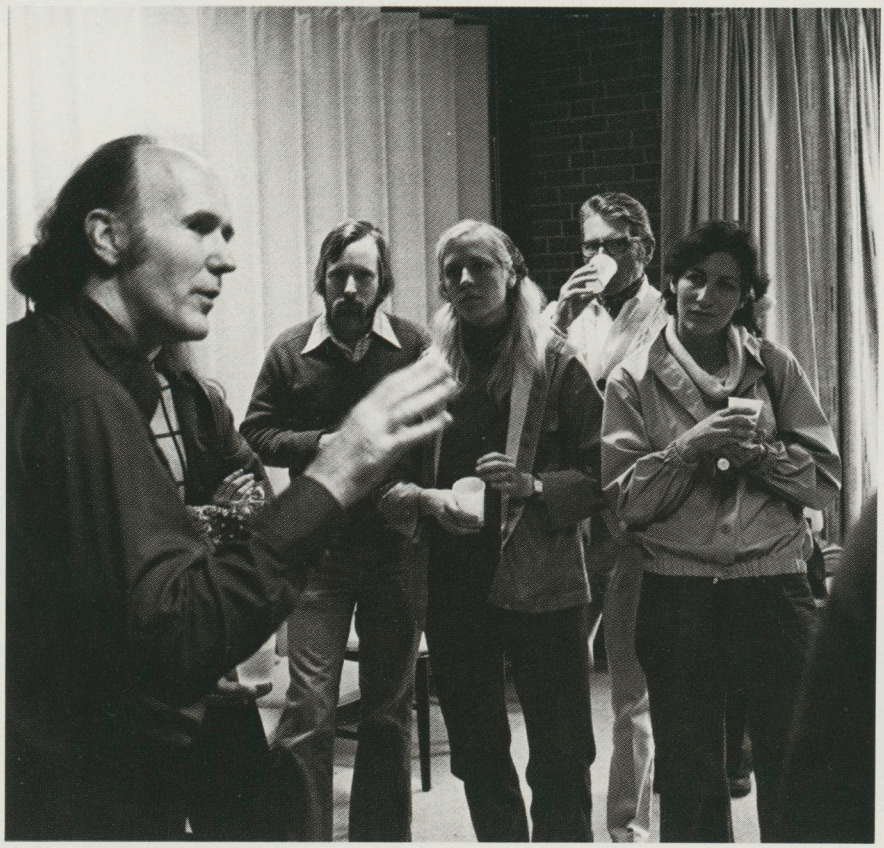
Lake Forest COLLEGE

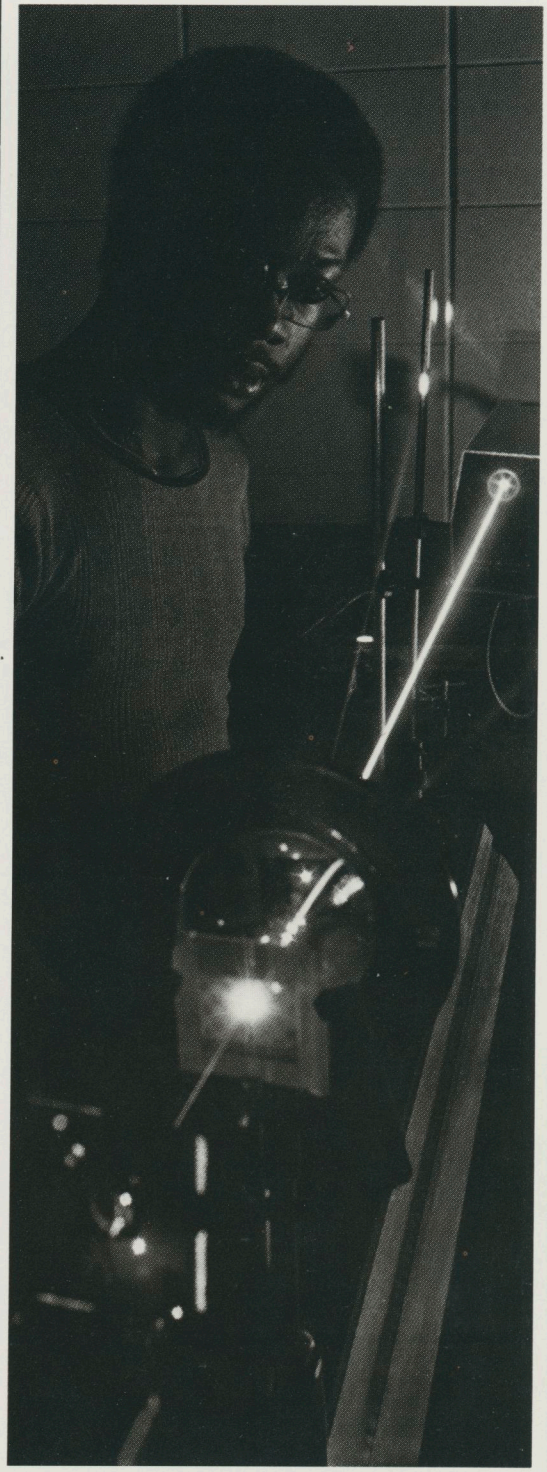


Lake Forest COLLEGE

"You'll go farther than you ever thought you could..."







Liberal Arts

the most practical education in the world

"Lake Forest has all the advantages of a smaller college — small classes, more direct and personal contact between students and professors, informality, a lot of personal freedom. But nothing much happens unless you come with an openness to try new things, make some commitments, get involved. When that happens, you will have experiences that will change you forever. You'll go farther than you ever thought you could. Fortunately, Lake Forest is usually successful in making education what it is and should be — an exciting experience."

Eugene Hotchkiss, President

Nobody can really define education although everybody tries. The best answer is the one you will discover for yourself. Because you are unique, your education will be personally yours, not someone else's, at Lake Forest.

The keys to a sound education are challenge, quality, variety and opportunity . . . that describes the liberal arts. An education that fits you for change, makes you curious, gives you rational suspicions, disciplines you in procedure and technique, is an education for the real demands of the real world.

Society needs specialists. But just as there is more to life than just earning a living, so too there is more to employability than just possessing one narrowly defined set of skills. Liberal arts skills are those of analysis, discussion, reading and good writing. These are skills that are always in demand. They are characteristic of a mind trained to think and imagine and express itself. They belong to people who are open, honest and humane.

Such people seek an education that cultivates variety. They are not afraid. They command executive responsibilities because they function better as human beings. They think well. They feel strongly. They are alert to the main forces affecting our economic and social life. They are flexible. They are well rounded in the liberal arts — a simple way of saying that they have values as well as competence.

Lake Forest will prepare you for successful careers but it is frankly more proud to have helped prepare you for life.

"Basic job skills can be acquired while you are working on your B.A. Liberal arts graduates have an edge in our era of specialization not only because they have broader and deeper knowledge of things, but because they have the skills that make a career progress. It's no secret that flexible and creative thinking, and the ability to absorb ideas outside of your own area of direct responsibility become preeminent factors in assuming greater responsibilities."

William F. Souders, LFC '52
Executive Vice President, Xerox

Students
and the wonderful turmoil

"I had an idea of what this place would be like. I came out here for a weekend my senior year. But as good as it is to come for a weekend, you can't really tell until you've been here a while and added the whole freshman thing. You're at the place for yourself, on your own, forming your own values and opinions of the place. It's surprising, and new things are always popping up. Just when you might think you've done everything, new things happen when you least expect it."

Ari Rothman, sophomore
New Rochelle, New York

"One of the hardest things I went through when I got here is that I was expecting this to be the neatest place in the world and nothing was ever going to go wrong. Which is unrealistic and which I discovered. But the best thing I learned is that you fall down and you come back up. You can fail or people can fail you. But your friends care about you. And — this surprised me — so do your professors.

In a community this size, you can sometimes think you've got people pegged. You can have this flat first impression, but then you get people in class or in a group situation, and you see that they have more than one dimension. People change, like you change. You change with them as you go along."

Jane Crnich, senior

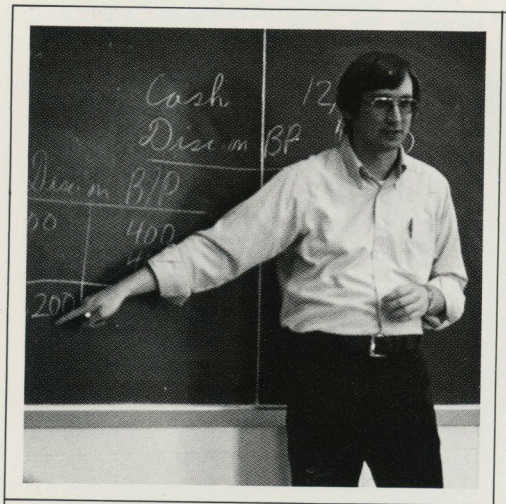
The 1100 Lake Forest students come from 42 states and 15 foreign countries. But that says nothing much to represent the wide variety of their backgrounds. Some come from affluence, some from disadvantage, and most from somewhere in between. Fifty-four percent of them are receiving College-sponsored financial aid. About 12% are from minority groups. In a "typical" freshman class of 275, over 200 secondary schools are represented. One student's graduating high school class had 35 people, while someone else was one of over 1000 seniors. It would be hard to call anyone a typical Lake Forest student.

Oddly enough, the most important thing about the college years is the most elusive. As a student, you learn a great deal but, later on, the question remains (and should) where have you learned it? In the classroom, the library, the dorm?

In secret ways, personal relationships you form at Lake Forest will be the most important. That isn't saying that Lake Forest is a summer camp for the cultivation of friendship. Yet the College salutes the education it cannot directly provide — discovering others, discovering ourselves.

Lake Forest is a smaller world. Whatever you learn to live with here will help you later. And that goes for people most of all. You will learn to deal with a range of pressures. Triumphs of various kinds will help. You will find that others are not what you expected and neither are you.

In the wonderful turmoil of college, you will grow to be yourself or a reasonable facsimile. Lake Forest is happy to give you that pause between high school and the larger world.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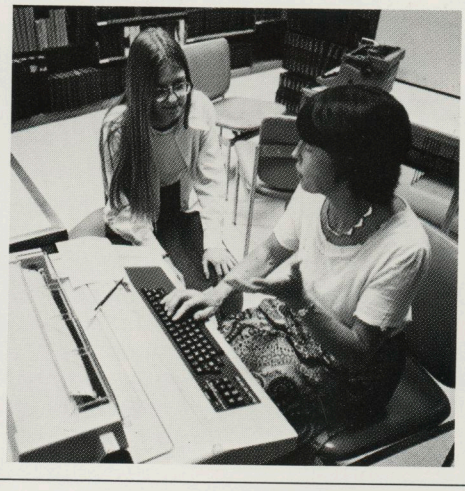
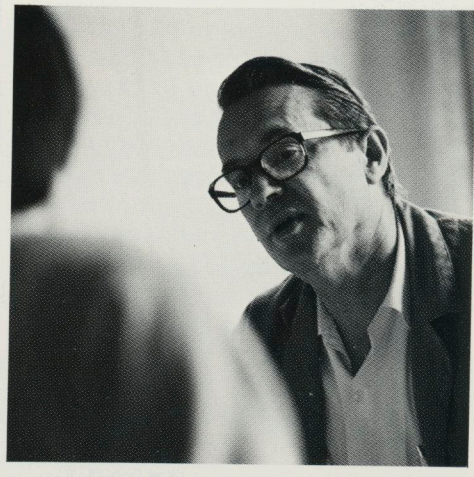
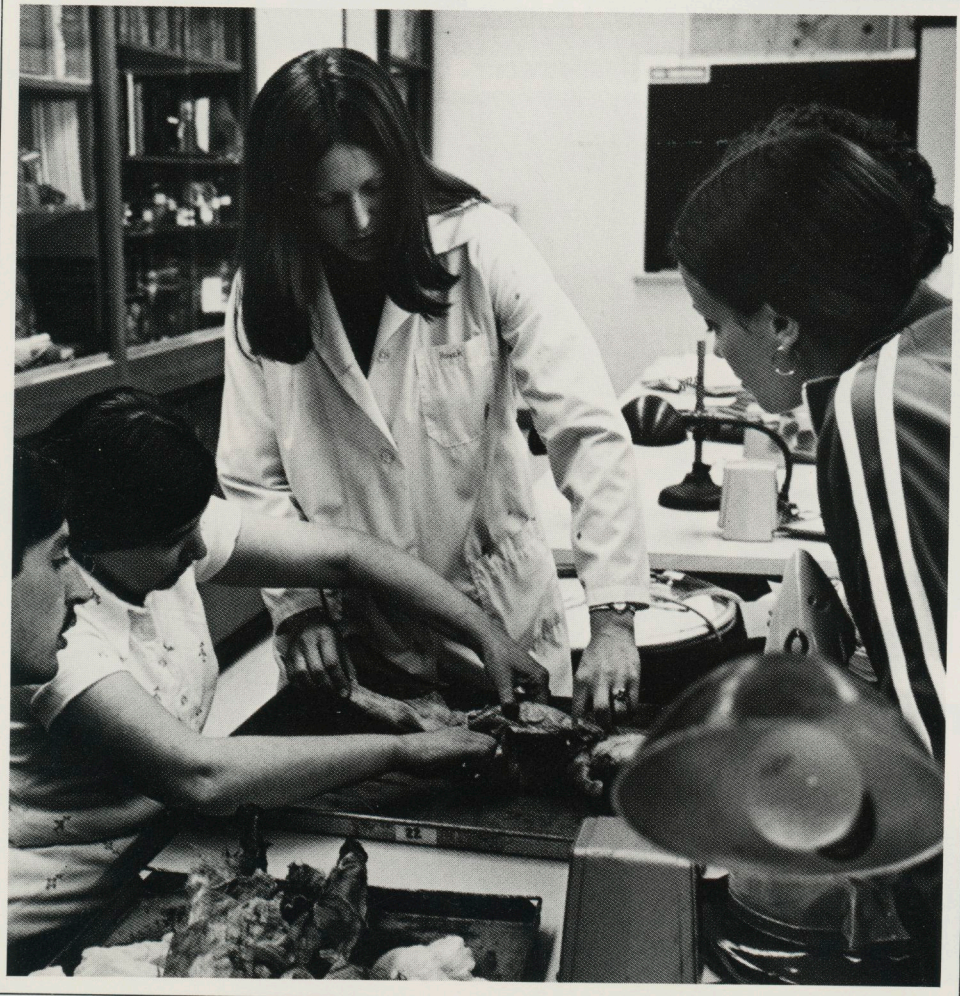
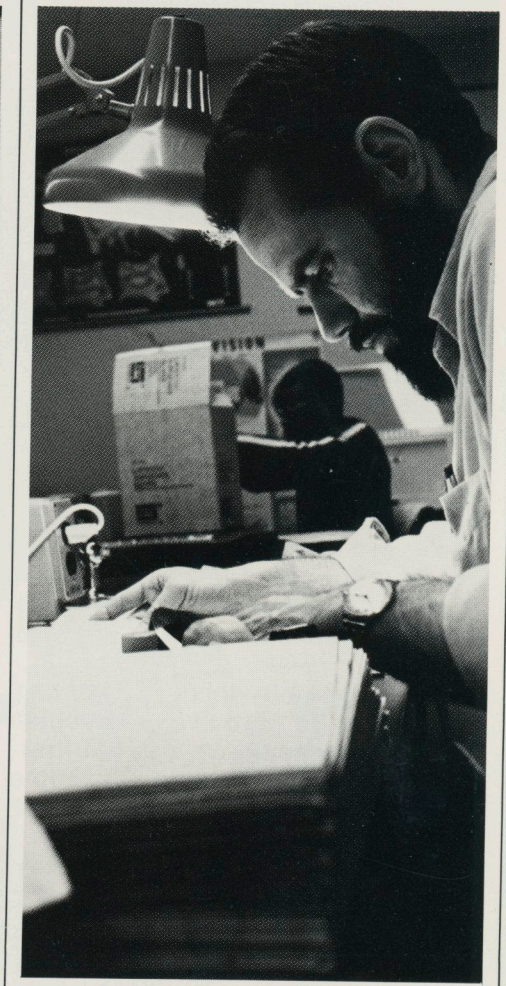








The Faculty
what they are and what they aren't at Lake Forest

"Teaching at Lake Forest College is exciting . . . We are here because we believe in the mission of a small, private institution of higher learning, and we are challenged and invigorated by its goals. Classes are small, so we get to know our students and they get to know us. We don't "spoon feed" them, but we honestly care what they are doing and how they are getting along. Teaching doesn't have to be a one-way process, and it isn't at Lake Forest. We learn from each other."

Roger Faber
Professor of Physics

"Academic counselling is crucial in undergraduate education, and at Lake Forest we take pride in our strengths in this area and build on them. A faculty advisor assists in guiding your academic program to insure depth and breadth in your education, and in helping you develop your major course of study. While the College places great importance on the individualized advising system, it can only be effective if you avail yourself of this opportunity to receive truly personal attention at a critical stage in your academic and personal development. Meet with your advisor regularly, talk with your professors, stop by and chat with the deans; we're here to help you in any way we can. All you have to do is ask . . ."

George Speros

The most important quality a teacher can have is quality as a human being.

No one teaches well who cannot be taught. There never was an inspiring teacher in the classroom who wasn't an inspiring person outside of it. That is the whole measure — to be bright and dedicated to honesty and thoroughness, to be aware as a leader, to give the right answers when required and more importantly, to ask the right questions.

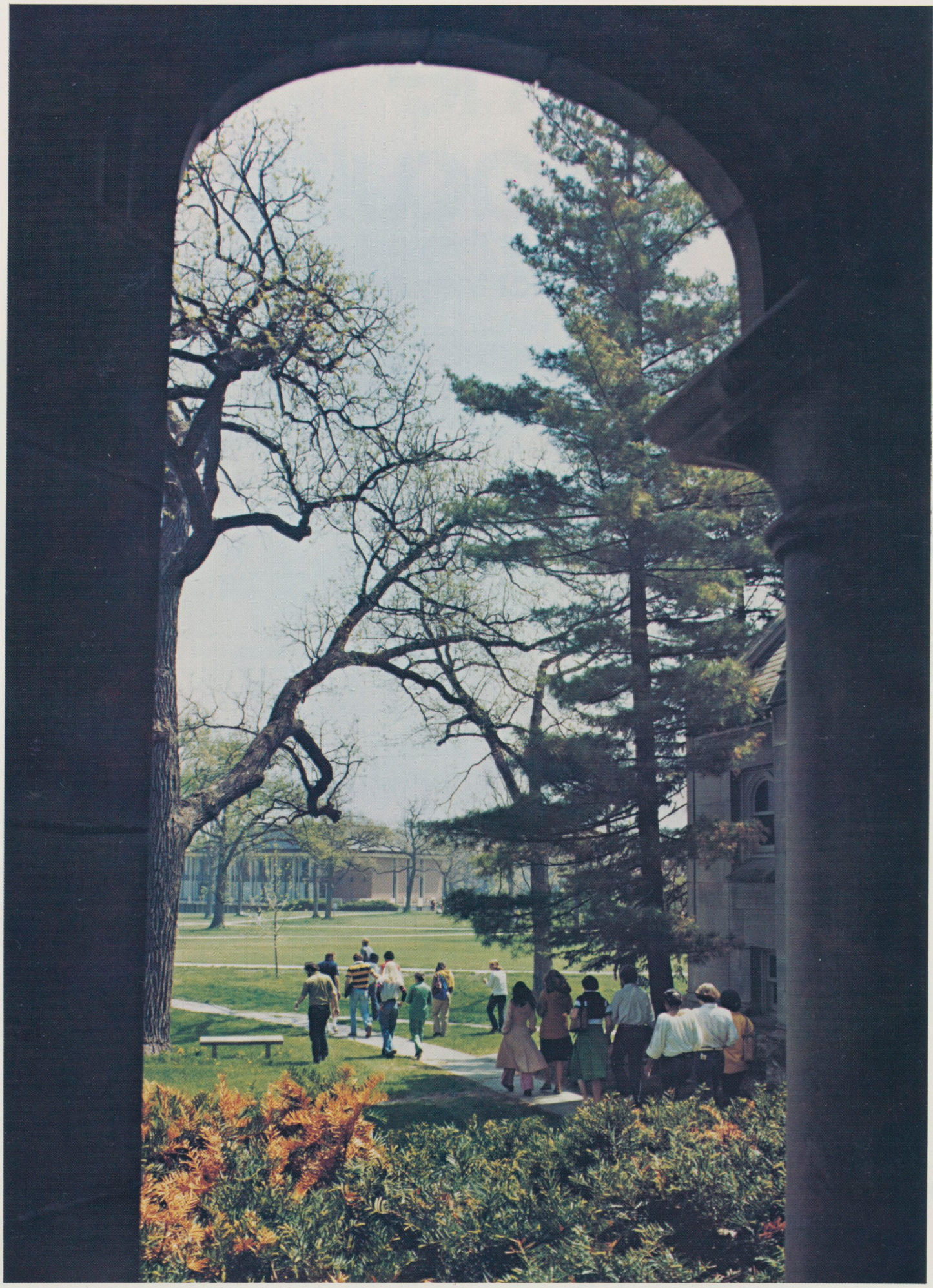
Lake Forest is proud of its faculty. About 88 percent have their Ph.D.'s. They are interviewed and hired both for their competency in their fields and the vitality of their teaching. It isn't really enough to be an expert who can't communicate.

A number of Lake Forest faculty are known nationally and internationally. They are still curious and productive in their fields. They listen and speak, attending the professional conferences and seminars that keep them abreast of the developments in their respective specialities. They publish as a natural consequence of their continuing scholarship.

At Lake Forest, faculty members are encouraged to go outside their specialities and confront their colleagues in team-teaching situations. They meet regularly over lunch to hear what their peers are up to and about. Many live on campus or adjacent to it. Nearly all are intimately involved in the day-to-day life of the College. The fact is they enjoy teaching without the intervention of graduate assistants. Even department chairpersons instruct freshmen.

There are several important consequences. Faculty members at Lake Forest are still stimulated by the subjects they teach. They enjoy teaching at the undergraduate level because they sincerely enjoy undergraduates. They are part of your life as a student because they are so much a part of Lake Forest. They live in the midst of college life and are glad to be there.

Creative, original, sometimes impossible and usually accessible, the average (if there is such) Lake Forest faculty member is a family-sized human being who expects you to be one too and respects your efforts in that direction.



The Curriculum at Lake Forest

"I thought I knew exactly what I wanted to do when I came here. About half way through my freshman year, I wasn't so sure. As a sophomore I changed everything, switched majors, decided to do something else. I guess what I am saying is that Lake Forest can expose you to many new things, ideas, people, experiences . . . You find out a bunch about yourself and what you want to do with the rest of your life. That's personal growth."

David Beecher, senior,
Wallingford, Connecticut

"I'm excited about the academic program here. I was always interested in politics, and my interest is even greater now because of the department here. But the more important thing is that I'm interested in a lot of areas I'd never even touched — English literature, philosophy . . . There's no way I can limit myself to a Bachelor's degree now. That's just barely scratching the surface. I mean, Lake Forest has just created this curiousity."

Woody Price, freshman

The Lake Forest curriculum is broadly open.

There are no specific requirements in certain specific areas. Even as a freshman you have many choices. You can basically construct your own program of study, designed to meet your own talents and ambitions.

This means that Lake Forest is anxious for you to explore a wide range of study. We really don't know what you can do best and, more importantly, we don't really know what you *want* to do. In the give-and-take of classes and after-hour conversation it will become clear to both of us. In the process, we will both be educated.

While the Lake Forest academic program is flexible, it is in no sense irresponsible. Choice does not mean anarchy. Students are pressed to respond to the excellence of instruction, whatever they have selected to take.

The advising or counseling function is fundamentally important at Lake Forest. You will not be left alone to make choices. Your academic advisors will help you by understanding your capacities and ambitions. They not only know who you are, but they can match your progress with the established academic requirements of the College.

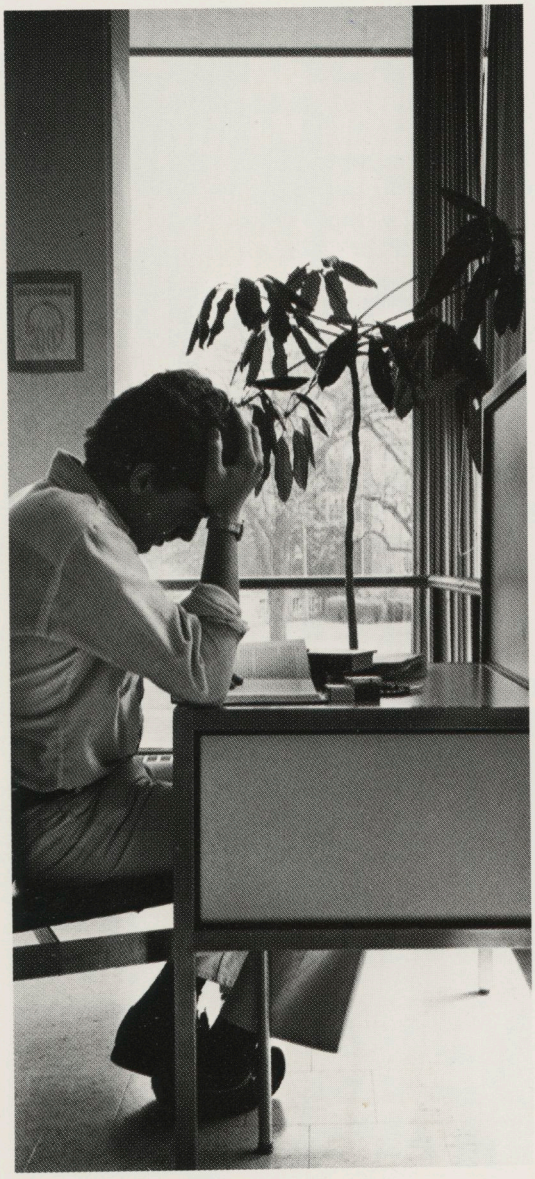
As a matter of fact, most students choose a traditional program of study. A student in history, for example, will be required by that department to complete at least eight courses, but not more than fifteen, in that discipline. The same is true of the other majors at Lake Forest.

Yet, Lake Forest permits a variety of study — independent work, interdisciplinary majors, internships, off-campus programs, etc. — programs that recognize that each student comes differently prepared with different goals and possibilities.

For comparison's sake, the student/faculty ratio is 12:1. Average class size is 18. The credit/D/fail option is available for all courses, with permission of the advisor.

Academic Programs

at Lake Forest



Lake Forest's basic graduation requirement is the successful completion of thirty-two course credits for the B.A. degree. With the help of an advisor, you can "build" a major of your own, picking and choosing from the wide range of courses offered or you may select a more traditional program.

Majors are offered in:

American Studies
Area Studies
Art History
Behavioral Sciences
Biology
Business
Chemistry
Comparative Literature
Computer Studies
Economics
Environmental Studies
English
French
German
Health Services
History
Humanistic Inquiry
International Relations
Local & Regional Studies
Mathematics
Music
Philosophy
Physics
Politics
Psychology
Sociology and Anthropology
Scientific Inquiry
Spanish

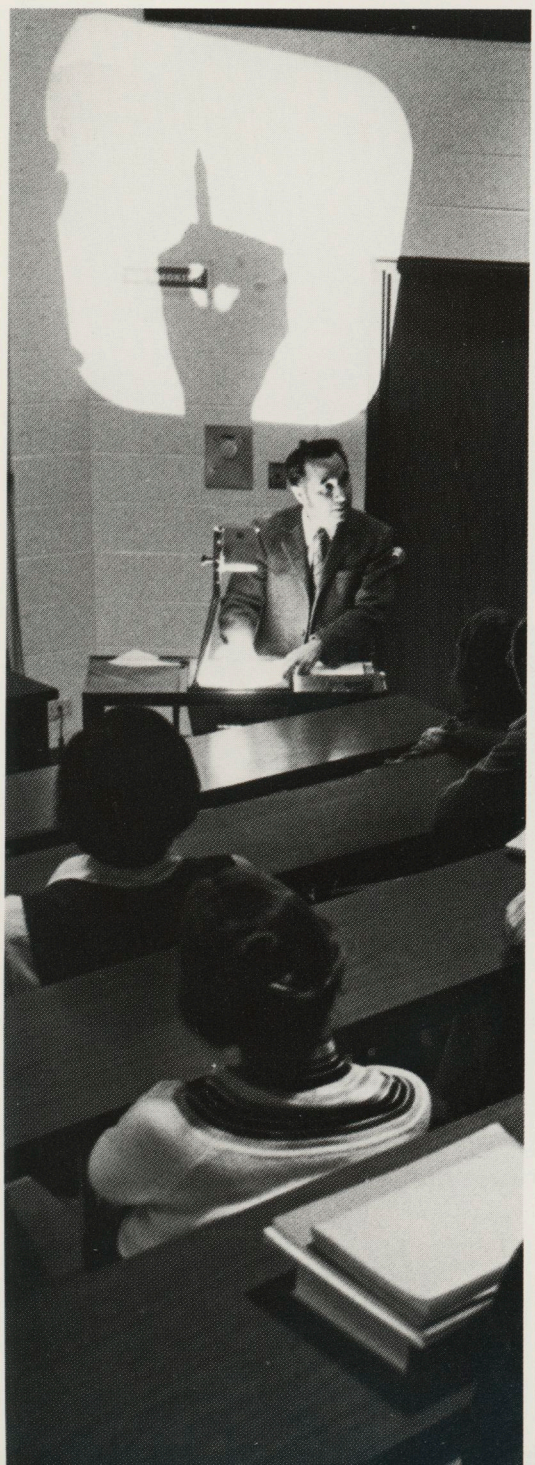
Ten of these majors are interdisciplinary, which means that the courses required for the major, though focusing on a specific area of study, are drawn from various fields and specialties. For instance, the Environmental Studies major requires courses in biology, chemistry, economics, mathematics and politics.

There are also a number of special course sequences which make up a "minor" field of study within the larger major field. These sequences include Ancient Mediterranean Civilizations, Black Studies, Finance and Women's Studies.

Lake Forest students may select any of the 28 available areas of study as a major, and many of them also decide to double major. A recent graduate selected a double major in French and international relations. Her program included work in history, politics and economics, as well as French. The careers opened were many: international business, foreign service, translation or graduate school in international affairs.

If your area of interest extends beyond the majors offered, you can design and build your own major. For example, one student drew from the fields of religion and art history to develop a major in "Visual Arts as an Expression of Religious Thought."

Special opportunities within the curriculum



There are a number of challenging programs for on and off campus study at Lake Forest. Most of them are open to freshmen.

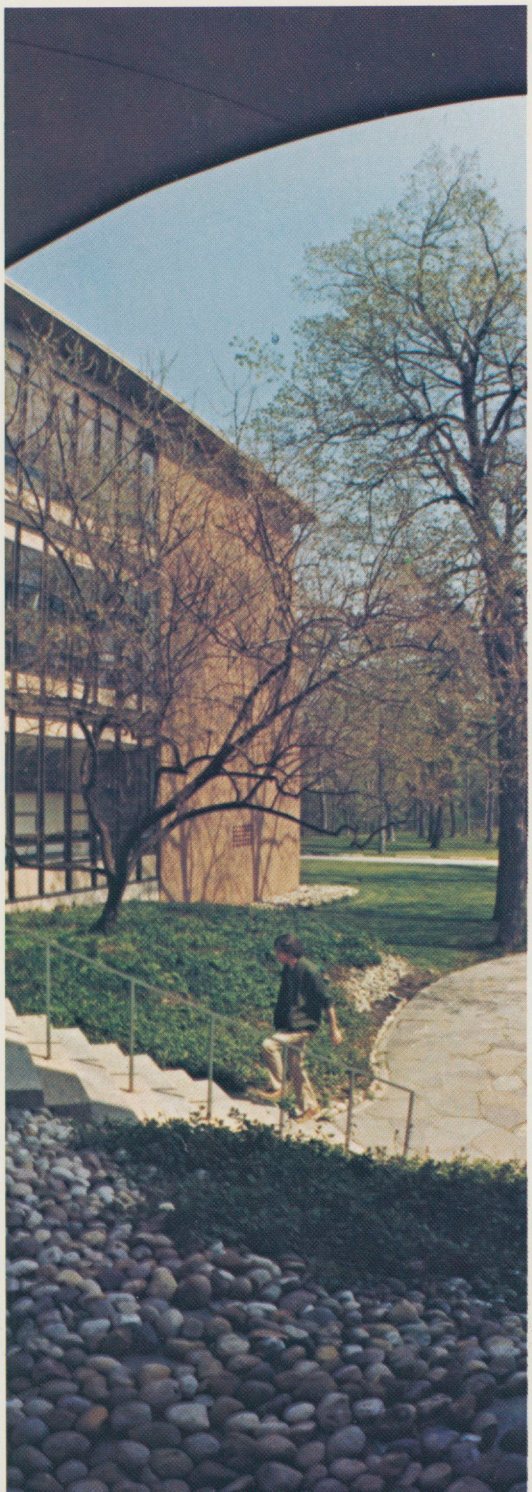
Many incoming students want to improve their writing skills as a way to improve their general performance in college and afterward. Lake Forest offers composition classes which some 50 percent of the freshmen choose to take. These courses concentrate on a wide range of writing problems — grammar, punctuation, narrative and descriptive writing, organization of material and the like.

Writing on Special Topics is another series of courses specifically designed to integrate writing skills and academic content. Writing on Special Topics combines reading and discussion of topics in fields such as education, politics, history, biology and art with frequent writing assignments. The idea is to apply the methods of effective writing to intellectual problems in a number of academic areas.

Typical of Writing on Special Topics courses is "First Person Singular: Autobiography, Fact and Fiction" where autobiographies are viewed as personal experience mixed (intentionally or unintentionally) with illusion, history and fable. You would also try your hand at communicating your own life experiences. In "Psychology: From Common Sense to Science" the theme is the relationship between scientific and unscientific notions of human behavior. Such topics as learning, memory, personality development and psychotherapy are discussed and written about.

A similar opportunity for interdisciplinary work is the Sophomore Honors Seminar. The Seminar is generally run under the direction of several professors, but the students are responsible for generating the topics of discussion at each class meeting. The 1980 seminar topic was "Images of Man in the Western Tradition," and included works by Thucydides, Plato, Adam Smith, Marx, Dostoevsky and Freud.

Lake Forest's Writing Center was established by a grant from the Lilly Endowment in 1977. It is an innovative program open to all students and widely used by everyone who wants to write more effectively. Students meet initially with the director of the Center to define or diagnose the problem areas. A tutor is then assigned and a course of study outlined. The student meets once or twice a week with the tutor on a one-to-one basis. The Writing Center has been an exciting success. Even accomplished writers have sharpened their skills there in an informal learning situation that makes individual progress rapid and measurable.



Robert E. Wood Institute

Juniors and seniors can do advanced work through the Robert E. Wood Institute for Local and Regional Studies. The Institute is a career-oriented program that combines coursework in the liberal arts with practical experience in the problems of urban and suburban areas. Areas of research and study include social welfare needs, transportation, education, economics, government administration, law enforcement. The Institute is interdisciplinary, involving faculty members from economics, politics, sociology/anthropology, psychology and math. Local and Regional Studies is excellent preparation for careers in business, industry, government at local or state levels and for graduate study.

College Scholar Program

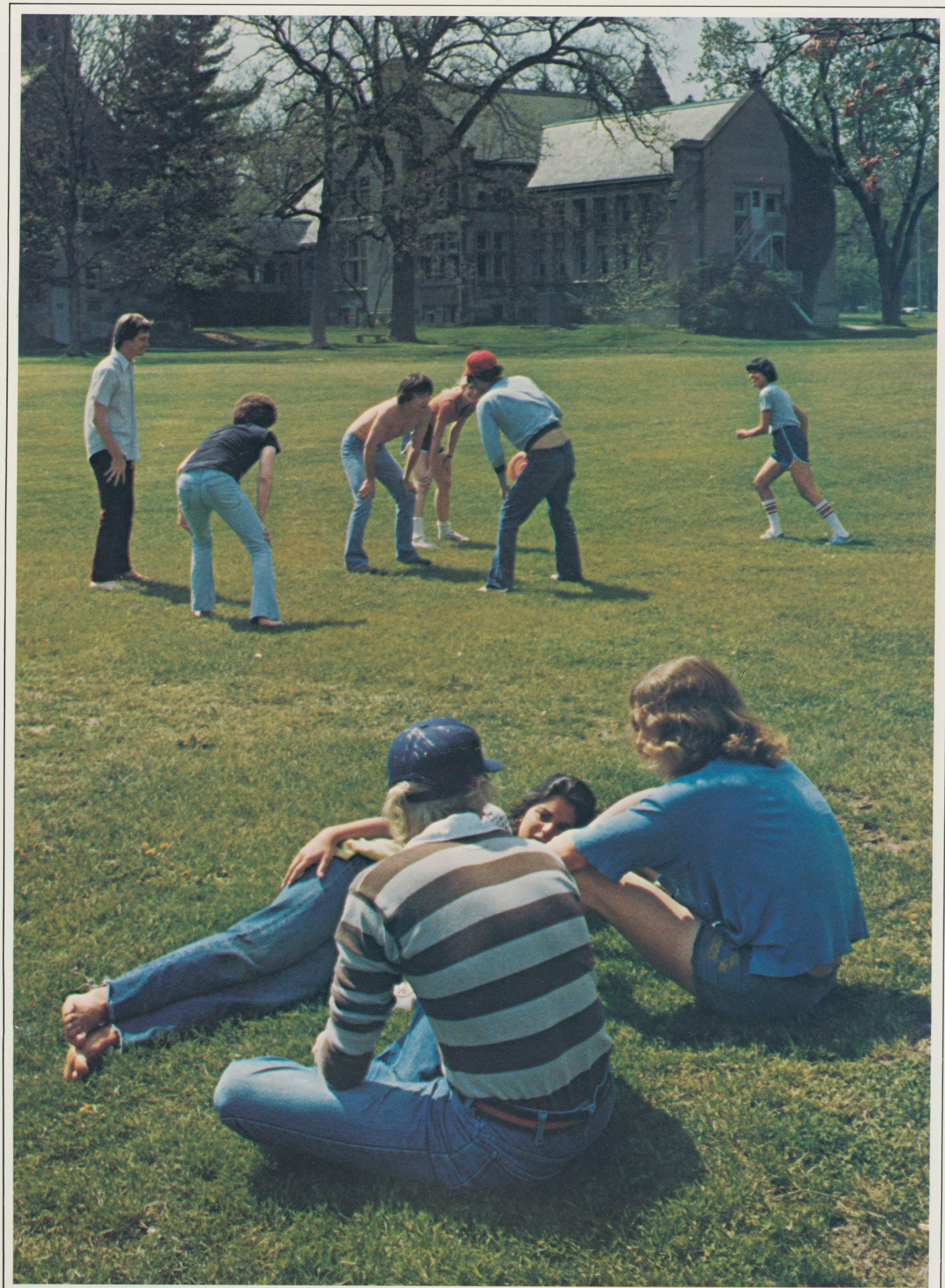
Designed for students with special aptitude for independent study and achievement, the College Scholar Program gives juniors and seniors freedom to span the curriculum in special research and creative projects. For example, a College Scholar with a major in American Studies chose to study "Ideal Communities": communes, "new town" projects, and Utopian societies of the past. She soon was deeply involved in history, regional studies, politics, sociological demographics and economics — work that cut horizontally through many traditional disciplines.

The Internship Program

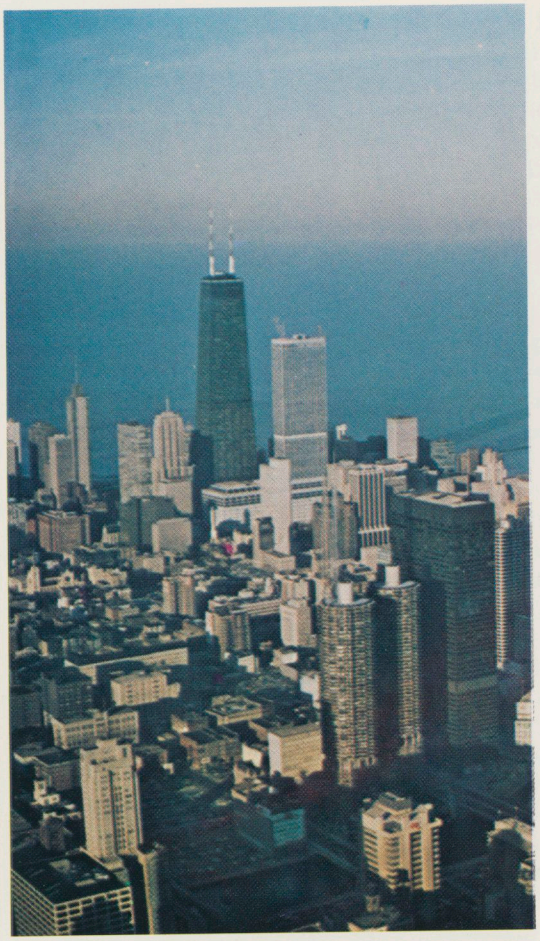
An internship is a firsthand, practical off-campus working experience in an area of your interest. Interns, usually juniors and seniors, spend a term working full-time with government, business or other agencies in a field related to a career ambition. Most internships are scheduled during the academic year, but arrangements can be made for a summer work experience as well.

The College considers internships as important academic experiences and gives course credits for them. Internships count for two course credits, and as many as four course credits may be earned through internships and counted toward graduation. Internships are arranged by the College to meet an individual student's interest. Nearly any kind can and has been worked out.

Science students have interned with a local forest preserve district and the Environmental Protection Agency . . . Economics students have worked for investment analysts, stock brokers, banks and such corporations as 3-M, American Hospital Supply, Quaker Oats and Sears . . . Politics students have worked for aldermen, mayors, city managers, Congressmen and the Governor of Illinois, as well as such citizens' groups as the Better Government Association of Chicago . . . Urban studies students



Chicago is your classroom



The College enjoys the "best of two worlds." Lake Forest is handsomely suburban and quiet, but the whole excitement of Chicago as a cultural and entertainment center is less than an hour away.

Naturally, students go into the city for shopping, dates, dancing, shows and sporting events or just to "mess around." In bewildering variety, Chicago has whatever you are into. The city has its own special character, one that is open, sturdy, occasionally boisterous, but always full of energy and motion.

But Chicago is a classroom, too — an original reference source, an experimental laboratory, an observation post. Both faculty and students use Chicago's immense educational and cultural resources regularly.

Classes tour galleries and museums as part of course work. Students use Chicago's libraries or laboratories for special research. The internship program flourishes because the city offers so many career opportunities. Nationally known speakers and performers are readily available to the College from the Chicago area. Students and faculty can attend plays and concerts at reduced prices and are even delivered door-to-door by chartered bus.

To help you keep track of what is happening in Chicago, the College operates a cultural affairs service where you can buy tickets, check performance times and dates, arrange transportation. The Campus Activities Office also plans many on-campus events — informal lectures, exhibits, recitals, films.

Even an abbreviated list of Chicago's nationally known institutions would have to include the Art Institute of Chicago, The Museum of Contemporary Art, Museum of Science and Industry, Adler Planetarium, Field Museum of Natural History, Argonne National Laboratory, Shedd Aquarium, the Chicago Lyric Opera and Chicago Symphony Orchestra. Of course, Chicago's "magnificent mile," stretching north along Lake Michigan, offers shopping and dining in some of the nation's best stores and restaurants.

Chicago is only 50 minutes south by car or frequent commuter trains. And Chicago's O'Hare Airport, the busiest in the U.S., is only 25 miles from campus. You can arrive or depart for any part of the country or abroad, literally in minutes. Incidentally, bus service to O'Hare operates hourly from the center of town.

In every good sense, Lake Forest is ideally located. You live close enough to the nation's third largest metropolitan center to enjoy it thoroughly, but you do not have to put up with the usual city hassles.

Lake Forest

the community, the campus, the facilities

The town of Lake Forest is one of the most beautiful in a string of suburban communities lining Lake Michigan just north of Chicago. It is an undeniably "affluent" town, with a population of some 16,000, many of whom commute to Chicago.

Lake Forest is almost exclusively residential, with winding streets, trimmed lawns and gardens, and many large homes and estates. Its only industry is education — within the community's 15 square miles are two private colleges, The Lake Forest School of Management, and 11 other public and private secondary and elementary schools.

The business district is as distinctive as the homes; it has a European-styled Market Square sheltering small shops and services, an art gallery, a cycle shop, a small branch store of Marshall Field's. Down the way you can probably find some of your friends at The Lantern or Scornovacco's.

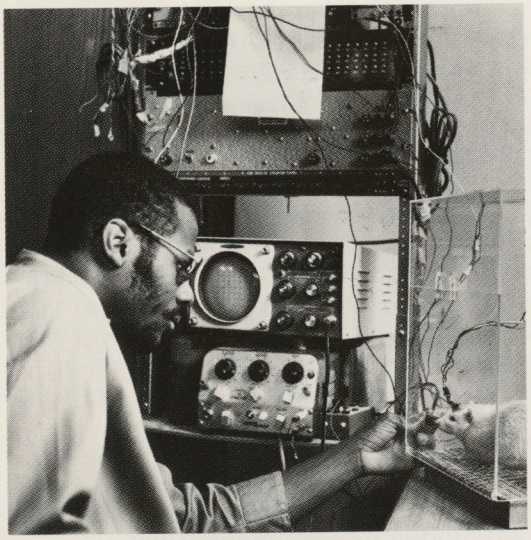
The town of Lake Forest is a place to shop, get your hair cut, see a movie, drink a beer, meet friends. If you want more than that, a Chicago-bound train will be along in a minute.

The Lake Forest campus takes in 107 beautifully wooded acres. The land doesn't border Lake Michigan, but all the pleasures of sunshine, swimming, tanning are only a ten minute walk away.

Lake Forest College is no more "packaged" architecturally than it is academically. There is a variety of styles. One or two of the buildings are so curiously different that everyone especially loves them. The buildings are spaced apart to permit a broad center area of walks and lawn. As a visitor put it, "Lake Forest looks like a college ought to look."

The College's facilities — classroom, laboratory, library, recreational — provide an efficient learning environment. Several of them deserve special mention:

The Donnelly Library (1965) and the **Freeman Science Library** (1961), together house over 170,000 books and periodical volumes, 60,000 U.S. government documents (the college is a depository) and 12,000 microforms. Both facilities are tied by computer to the card catalogues of five major Chicago area research libraries, as well as the circulation desks of all campuses of the University of Illinois. Each year, more than a quarter of the students obtain books or articles from the off-campus loan system.



Faculty and librarians work closely to introduce students to research methods and to new information sources. A Council on Library Resources grant has enabled Lake Forest students to search indices by a computer linked to a network of libraries and a master reference bank. Lake Forest is one of the few colleges of its size to be part of the network. The electronic system delivers bibliographic and descriptive printouts on material available for research all over the U.S. Whatever you need will be obtained.

The Computer Center houses a Digital Equipment Corporation PDP 11/44 computer with magnetic tapes and disc storage, card reader and printer. There are 35 remote terminals located around the campus, some of which are accessible 24 hours a day. Supplementary equipment includes dec-writers, video terminals, microcomputers and numerous software packages and datasets. The computer accommodates programs in BASIC, FORTRAN, assembler and PASCAL, with WRIST to be added. A National Science Foundation grant is currently being implemented. This grant was awarded to the College in order to aid in the expansion of computer usage through faculty and curriculum development. Almost half the student body is enrolled in courses which include work with the computer.

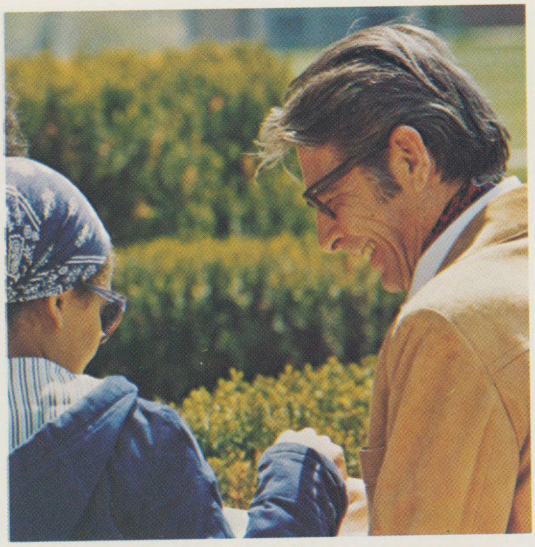
The Sports Center, built in 1968, features an olympic pool, basketball courts, handball and squash courts, locker rooms, saunas and a gymnastics weight room. An indoor ice rink, four tennis courts and football, baseball, soccer and practice fields are adjacent. The Center is used by Lake Forest varsity teams, of course, but nearly every student is involved casually in the use of the facilities. Off-time sports are very much a normal part of life at Lake Forest.

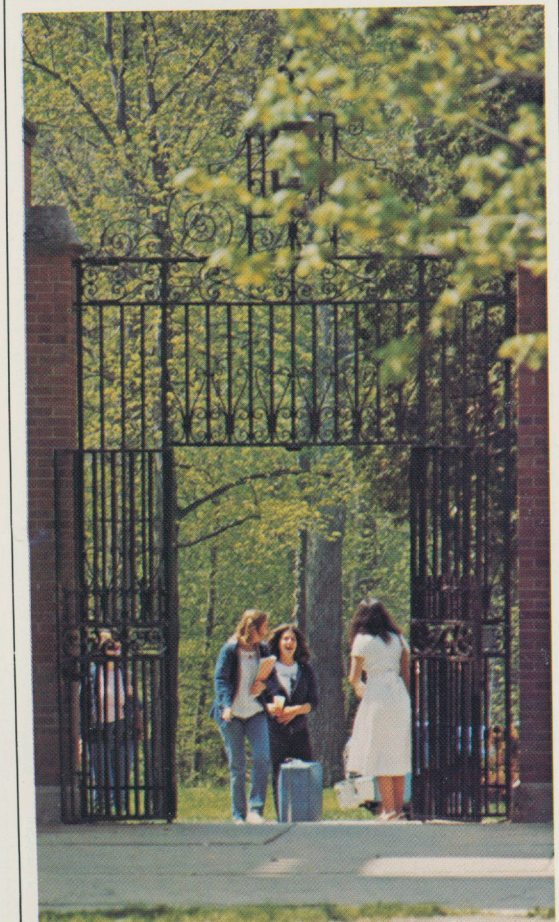
The Commons houses the dining hall, game room, a snack bar, bookstore, student government offices and Commonplace, an area for miscellaneous gatherings and events, poetry readings, talks and the like.

Durand Institute, built in 1891 and recently renovated, is a fine arts/humanities center. It contains an art gallery for student and community exhibits and studios for drawing, painting, ceramics, sculpture, printmaking and photography.

In summary, the Lake Forest campus and buildings more or less represent the college's academic and social life — diverse, personal, beautiful or ugly (depending on how you feel at the moment), familiar, functional. It is architecture that symbolizes the healthy tensions that make Lake Forest such a good place to live and to learn. In other words, it is the best of the past related to the high hopes of the present.

Lake Forest:
is an open society





What you do with your free time is pretty much up to you at Lake Forest. Your social life will be the same — what you make it. But there is a lot going on, most of it generated by student enthusiasms and energies. The College and its staff are supportive. Help is there if you ask for it or need it, but you are basically free to pick and choose what you want to do and the people you want to be with.

Freedom in your personal life reflects the College's conviction that you are adult and responsible. No one knows better than you what you want to do, but whatever you choose, you can get involved at Lake Forest. It is an open society. Volunteers are always needed. So are new ideas. If you want to start a new club, you can. If you think you would like to work for the newspaper, just go over to the office and say so. The point is, you don't have to serve long apprenticeships before you can be accepted.

Students can directly influence academic and student life, every phase of it. Student government is active and involved. Student life is largely governed by the elected representatives to Student Government and joint student-faculty committees. Students also participate on academic committees and judicial bodies.

Some opportunities for you

Maybe the best way to show what your opportunities are is simply to list them. Of course, no list takes into account the variety of spontaneous things students do — picnics, bike rides, a day at the Art Institute of Chicago and the like. Those you can discover and enjoy yourself.

Government: General Assembly, Executive Committee of Student Government, residence hall government and such joint student-faculty committees as Academic Long-Range Planning, Academic Policies, the College Council, College Life and Speaker/Lecture/Fine Arts.

Media: *Black Rap,* (black students' periodical), *Collages,* (foreign language literary magazine), *Tusitala* (literary magazine), *The Forester* (yearbook), *The Stentor* (weekly newspaper) and WMXM-FM (campus radio station).

The Arts: Choir, Madrigal Singers, Film Group and the Garrick Players (drama troupe). The Black students sponsor an annual Black Weekend, which includes speakers, concerts and cultural activities pertaining to the Black experience. There is an annual Festival of Ra, which is a celebration of the arts. The weekend includes a parade, concerts, plays, the Ra Olympics, art exhibits and picnics. Another College tradition is the Madrigal Dinner — singing, dancing and feasting — in the Royal Court of Henry VIII or Elizabeth I, with students, alumni, faculty and staff participating.

"If you want to do something constructive here, you can do it. I mean, the last thing I thought I'd get involved in is student government. But I really did and in my first year here. It's not like a big school where you have to stand in line and wait your turn. If you want to get involved with a project here, just raise your hand and they'll put you to work. It's a great feeling and you learn a lot."

Toni Gilpin, freshman
Evanston, Illinois

"Do I get bored? Well, where wouldn't you get bored? Look, you've got to wake up and realize this is part of the real world. If you want something to do, you gotta go out and do it. It's got to come from within."

Janet McCready, sophomore
Tulsa, Oklahoma

"I've never had a bored, dull moment here. I've been so busy the past fifteen weeks, I have to *fight* for time."

Tony Ferguson, senior

Academic: Departmental clubs, honorary societies including Phi Beta Kappa, Beta Beta Beta (biology), Sigma Xi (science), Phi Sigma Iota (languages), Psi Chi (psychology), Pi Sigma Alpha (politics), Alpha Psi Omega (drama), the Student Affiliates of the American Chemical Society, a chapter of the Society of Physics students.

General: Alliance for Social Change, Amnesty International, Black Students Organization, Campus Interfaith Center, Outing Club, Ski Club, Social Services Organization, Women's Resource Center, League for Energy and Environment Awareness and several political groups. The Campus Activities Office maintains a master calendar of campus events and keeps students in touch with what's happening in Chicago and its suburbs. They will secure tickets (often at special rates) and arrange transportation. The office and a student committee plan on-campus events, including speakers, exhibits, concerts and recitals.

Athletics: Along with Beloit, Carleton, Coe, Grinnell, Knox, Lawrence, Monmouth, Ripon, and the University of Chicago, Lake Forest's men's teams compete in the Midwest Collegiate Athletic Conference; the women's teams participate in AIAW competition.

Intercollegiate competition: Men: Baseball, basketball, football, handball, hockey, soccer, swimming, and tennis. Lacrosse competes on a club basis. Women: Basketball, field hockey, softball, swimming, tennis, and volleyball.

Intramural competition: Men: Basketball, ice hockey, golf, racquetball, softball, squash, swimming, tennis, touch football, waterpolo and volleyball. Women: Basketball, golf, ice hockey, softball, tennis, racquetball and volleyball.

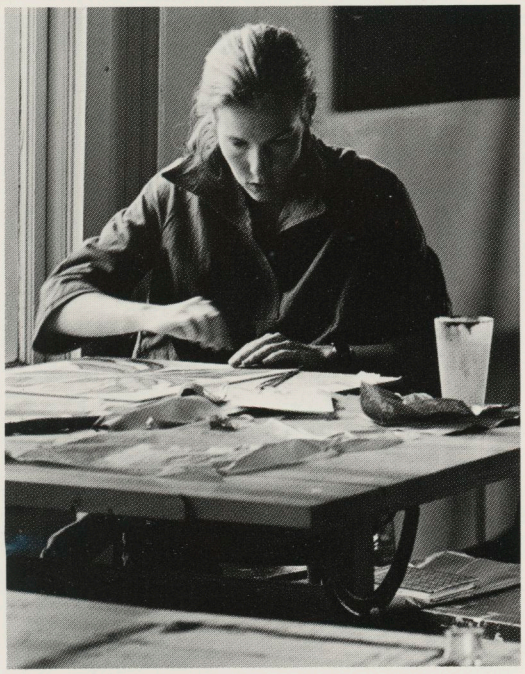
The residence halls

Your first friends (and maybe your best friends) will probably be people you meet in your dorm. About 85 percent of the students live on campus in ten residence halls that provide a variety of living arrangements, both single-sex and co-ed.

Rooms may house one, two, three or four students in a number of floor plans. Student head residents and resident assistants are available for informal counseling and guidance. This group has general responsibility for dorm activities and programs generated by the students themselves.

Some dorm space is set aside for "Purpose Units," groups of students who want to live together because they enjoy a specific interest. Typical Purpose Units have included: Dramatic Arts House, Academic House, Women's Intramural Network (WIN), Science House, Arts and Crafts House, House of Soul, Student Activities Community and the one local fraternity.

Admissions & Financial Aid



There are no formal course requirements for entrance. However, the quality of the high school preparation, in breadth and depth, is of primary concern.

It is recommended that a candidate present four years or its equivalent in English, three years of mathematics, study in one or more foreign languages, and from two to four years' work in both the social sciences and the natural sciences. Involvement in honors courses, accelerated programs and formal advanced placement work is encouraged.

The SAT or ACT is required. There is no formal deadline for receipt of applications, but admissions and financial aid decisions are announced in late March. The College subscribes to the Candidate's Reply Date Agreement. Early Decision, Early Admission and Deferred Admissions Programs are available. A personal interview is recommended.

There is no one kind of Lake Forest student. There are many, and it is difficult to stereotype the student community. Diversity of interest, background and accomplishment, as well as geographic, social and economic factors, all contribute to the "mix" that makes this student community a dynamic one.

The College seeks serious students, but admissions decisions are not just a function of test scores, grade point averages and class rank. There are many other factors involved, not the least of which is strength and quality of high school program of study.

Simply put, the admissions staff will do all it can to know each applicant in as complete and personal a manner as is possible before the admissions decision is made.

Financial Aid

The College's philosophy is that, to the limit of its resources, no student who is otherwise qualified should be prevented from attending because of financial limitation. All aid is based upon financial need. Currently, 54% of the student body receives financial assistance from an annual budget of over 2.7 million dollars. The *average* aid award to a freshman in the fall of 1980 was in excess of $5700 per year.

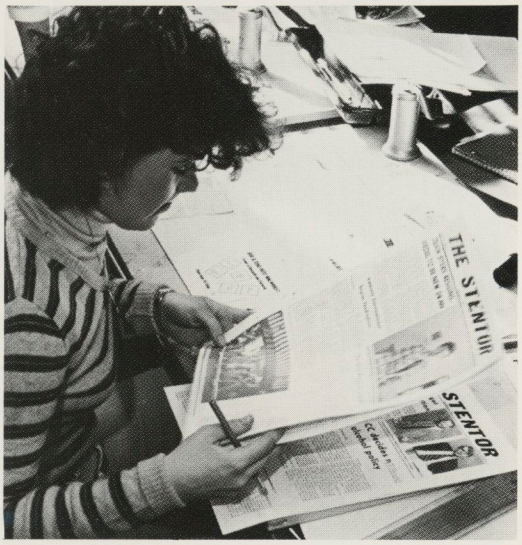
The College supports an extensive aid program and is in the fortunate position of being able to encourage applications for assistance. In the current academic year, 534 students are receiving a total of 2.73 million dollars in financial aid from the College's funds or funds controlled by the College. By category; gifts and grants — $2,033,069; loans — $327,438; employment — $370,000. While aid is awarded annually, it can be assumed that if financial need continues to be demonstrated, assistance will be renewed each year.

The College is also committed to providing prospective students and their parents with *quick* access to accurate information about the amount of aid for which they may qualify. To this end, an institutional aid application, the Lake Forest Application for Financial Assistance, is available. This form may be filed *at any time* in the student's final year of secondary school. The College will notify a student of his/her estimated financial need within two weeks of the receipt of the Lake Forest Application for Financial Assistance. The LFAFA is available from the Office of Admissions.

Lake Forest College does not discriminate against any persons because of race, color, sex, religion, or national or ethnic origin in its education program, activities, or employment. In addition, Lake Forest College is required by Title IX and regulations thereunder not to discriminate on the basis of sex in educational programs, activities, and employment. Lake Forest College does not discriminate on the basis of handicap against any otherwise qualified person by denying participation in, or the benefits of, any College program or activity.

The campus coordinator for Title IX (prohibiting sex discrimination) is the Personnel Officer, to whom inquiries concerning Title IX may be referred. The campus coordinator for Section 504 of the Federal Rehabilitation Act of 1973 (prohibiting Handicap discrimination) is Mr. Gordon White, Assistant to the President of the College.

Liberal Arts
and your career



Liberal arts education is the most "practical" kind of education for success because it prepares you to cope in our world today — with change, with pressure, with people. There is a statistic that shows the average person changes jobs more than six times during a working career. Each new position requires adjustment, learning new skills quickly, taking hold of responsibility and demonstrating leadership.

A Lake Forest experience gives you specific career preparation, but it also gives you intellectual balance. Because you can analyze, measure, evaluate and define, you can solve problems — and solving problems is the total challenge and final answer to success in any field at any time.

A quick look at some '79 and '80 graduates and what they were doing a year later is the best evidence. Some jobs are closely related to the student's major and some are surprisingly far afield. in other words, the liberal arts work.

Psychology major Robert Baldwin, Sales Trainee, Xerox; Stamford, Connecticut

Psychology major Christina Becharas, Media Estimator, Humphrey Browning & McDougall, Advertising; Boston

Psychology major Susan Bender, Director of Youth Services; Glencoe, Illinois

History major Deirdre Brady, Editorial work, Conde-Nast Publications; New York

Psychology and Economics major Gary Chatmon, System Engineer, IBM; Chicago, Illinois

Economics and Math major Kevin Conklin, Teacher/Coach, Kent School; Kent, Connecticut

Community Organization & Women's Studies major Kim Cook, Peace Corps

Economics major, Clair Delehanty, Service Representative, Workmen's Compensation, Northlake Medical Clinic Association; Northlake, Illinois

History major Tim Egan, Lieutenant, U.S. Marine

Biology/Health Services major Diana Finley, Systems Coordinator, Baxter-Travenol; Murdelein, Illinois

Economics and Politics major John Garry, Runner, options exchange, A.G. Becker; Ipswich, Massachusetts

Math/Physics major Mary Ann Hayes, Command/Control and Communications Operations, Texas Instruments

Sociology and Anthropology major Diana Healy, Financial Analyst, First National Bank of Chicago

History and Politics major Peter Hearn, Insurance Broker, Willis, Faber & Dumas; London

English and Psychology major Cindy Iglitzen, producer, "The Bob and Betty Sanders Show," WBBM radio; Chicago

English/Psychology major Linda Faye Jones, Caseworker, Tennessee Department of Human Services; Memphis

Chemistry major Lester Keepper, New Products Coordinator, Indiana General; Valparaiso, Indiana

Art History major Brenda Lentz, Retail Sales, Lanz of Salisburg; New York City

English major Christina Maines, writer for Instructional Media; St. Louis

Sociology and Anthropology major Jim McGrath, Sports Writer, Waukegan News-Sun; Waukegan, Illinois

"When you graduate from Lake Forest, you feel that there are so many things you can do, it almost becomes frustrating! You're not given a role or limited to one major. When I graduated, I didn't really know what I wanted to do . . . I *still* don't know what I want to do with the rest of my life. But I do know that I can adapt what I learned in school, that I feel like a capable person because of it; I just feel better about myself. And, when I got this job, people told me they were impressed with how I presented myself."

Susan Hendrixson, '79
Staff Auditor
Continental Illinois Bank
Chicago, Illinois

"A liberal arts education offers a rare opportunity to acquire the 'tools' and experiences needed, not only for a successful career, but for a useful and fullfilling *life.* Unless you are a person of unusual diligence and dedication, you'll never again have a chance like this to immerse yourself in literature, the arts, science, history and philosophy . . . And sampling so many disciplines helps you to know more about yourself and the dimensions of the world. At Lake Forest, you can do all this, and do it within the context of studying and learning with people who have different outlooks, different goals. What a liberal arts education can do — for your understanding of people, for the progression of your career, for the quality of your life — cannot be overestimated."

James A. Kidney, LFC '69
Previously Editorial Editor, *U.S. News and World Report;* now practicing anti-trust law in Washington, D.C.

Art History major Stephen Milne, Gallery Assistant, Richard Gray Gallery; Chicago

History major Susan Mulligan, Marketing Associate, Paine Webber; New York City

Economics major William Oelsner, Customer Service & Sales Representative, U.S. Navigation; San Francisco

Economics major Ronald Pankau, Heinold Commodities, Chicago Mercantile Exchange

Local and Regional Studies major Phil Palmer, City Planning; Highland Park, Illinois

Politics major Suzanne Rose, Staff Associate, Chicago Crime Commission

Psychology major Theodore Russell, Sales Representative, Time, Inc; Wilkes-Barre, Pennsylvania

Health Services Institute major Lisa Stevens, Lab Assistant, Yale Medical School

Local & Regional Studies major Peter Swaim, Customer Profit Analyst, Continental Illinois Bank; Chicago

Economics major Bruce Taylor, Finance Department, Wheelabrator-Frye; Mishawaka, Indiana

Economics and Local & Regional Studies major Wesley Winfrey, International Auditor, Brunswick Corporation; Northbrook, Illinois

Of course, many Lake Forest graduates pursue their education on the graduate school level. Below is a partial listing of recent graduates, their Lake Forest College major, their graduate school and field of study.

Kris Brown, '78, Sociology & Anthropology, Yale University, Law

Scott Burgess, '79, Sociology & Anthropology/Psychology, Cornell, Joint program Demographics/Law

Carla Cerveny, '80, Chemistry, University of Colorado, Medicine

Steve Cole, '79, Chemistry, Stanford University, Medicine

Deirdre Dobbs, '79, Math, University of California at Berkeley, Math

Debra Endean, '79, Biology/French Literature, Danforth Fellowship, University of Wisconsin at Madison, Ph.D. program in Genetics

Martha Farrington, '78, Economics, Northwestern, Business Administration

Mike Kash, '77, Physics, MIT, Physics

Barbara Merlo, '80, Biology, Loyola University Dental School

Michelle Morie, '80, Chemistry, Purdue University, Chemistry

Nan Norins, '79, Chemistry, Indiana University, Medicine

Jon Pratt, '78, Economics, Amos Tuck School of Business, Dartmouth University, Business Administration

Marcia Riefer, '80, College Scholar, Syracuse University, Creative Writing

Jack Roberts, '79, Politics & Math, Harvard Law School

David Seglin, '77, Psychology, Princeton, Architecture

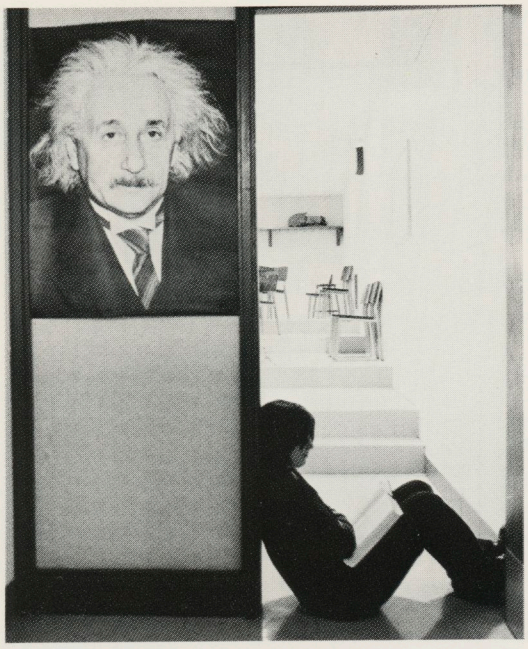
Carleen Schreder, '79, History, University of Chicago, Law

Cheryl Steiger, '79, Sociology & Anthropology/Psychology, University of Chicago School of Social Services Administration

Marilyn Tzakis, '79, International Relations/Spanish, Georgetown, Linguistics

Jeffrey Woldt, '79, American History/Comparative World Literature, New York University, Comparative Literature

Courses



Ancient Mediterranean Civilizations
Readings in Classical Civilization
Archaeology of the Ancient Greek World
Classical Civilization: On-Site Study

Biology
General Biology
Vertebrate Structure and Function
Vertebrate Physiology
Vertebrate Embryology
Molecular Bioloty: Cell Physiology
Molecular Biology: Molecular Genetics
Cell Ultrastructure
Microbiology
Advanced Physiology
Genetics
Endocrinology
Environmental Biology
Developmental Biology
Animal Behavior
Human Biology: Introduction to Evolution
American Forest
Entomology
Biology of Fungi
Marine Biology
Plant Systematics
Advanced Microbiology
Biochemistry
Seminar
Independent Study

Chemistry
From Atoms to Galaxies
Environmental Chemistry
Chemistry and Life
Energy and You: An Ecological Approach
Introductory Chemistry I & II
Organic Chemistry I: Structure and Function of Organic Molecules
Organic Chemistry II: Organic Reactions and Structural Analysis
Biochemistry
Intermediate Organic Chemistry
Physical Chemistry I: Chemical Thermodynamics and Equilibrium
Physical Chemistry II: Chemical Dynamics
Quantum Chemistry and Molecular Structure
Instrumental Methods
Inorganic Chemistry
Advanced Organic Chemistry

Comparative and World Literature
Introduction to Comparative Literature
Introduction to Folklore
Dostoevsky
Contemporary Spanish-American Literature Narrative: The Anti-Novel
French Literature in Translation: Vision, Dream and Memory (Baudelaire, Proust and Beckett)
Vienna 1900 - Berlin 1920
Modern Drama
Comparative Literature: Theory and Practicum

Computer Studies
Computer Programming I & II
Impact of Computers on Society
Introduction to Computer Systems
Computer Organization and Interfacing
File Processing and Applications
Data Structures and Algorithm Analysis
Program Language Organization

Economics and Business
Principles of Economics
Comparative Ecnomics Systems
Radical Economics
Money and Capital Markets
Economics of Public Utilities
Economics of Health Care
Accounting I
Accounting II
Accounting III
Price Theory
Macro-Economics
Marketing
Introduction to Finance
Management
Business Cycles and Forecasting
Economic Statistics
Regional Economics
History of Economic Thought
Industrial Organization
Monetary and Fiscal Policy
Introduction to Econometrics
Managerial Economics
Corporation Finance
Anti-Trust in America
Labor in the American Economy
Capital Budgeting
Investments
Security Analysis
Risk and Uncertainty
Seminar in Finance
International Economics
Internships in Economics

Education
Observing the Schooling Process
Methods of Teaching Elementary/ Middle School Physical Education
Writing Skills for Teachers
Philosophies of Education
Education in American Society and Thought
Psychology Applied to Education
Advanced Field Work and Research
Art Education
Reading in the Content Areas
Health Education
Special Topics in Teaching Grades 5-8 (Middle School/Junior High School)
Guidance Skills for Classroom Teachers
Behavior Disorders and Learning Disabilities and Physical Handicaps
Special Studies in Education
Teaching Elementary Grades (K-5): Methods and Materials
Associate Teaching Elementary Grades
Curriculum Design and Instructional Methods for Middle School/Junior High/High School Teachers
Associate Teaching: Middle School/ Junior High/High School

English
English Composition
Writing Center Tutorial
Introduction to Literature
Myth in Literature
English Literature I: Middle Ages and Renaissance
English Literature II: 17th and 18th Century
English Literature III: Romantic, Victorian and Early Modern Periods
American Literature I: Early American Literary Culture
American Literature II: 19th Century American Literature
American Literature III: 20th Century American Literature
Introduction to Film
Women Writers
Creative Writing-Fiction
Creative Writing-Poetry
Expository Writing
Shakespeare
Advanced Film Studies
The Renaissance: Age of Experiment
Drama and Society in the Age of Shakespeare
John Donne and his Contemporaries
The Age of Satire: The Pope-Swift Circle
The Romantic Period
Victorian Literature
The English Novel
Modern Drama
Modern Fiction
Modern Poetry
Writing Workshop
Major English Authors
Advanced Writing Seminar/Tutorial
Theory of Literature
Seminar

Fine Arts
Art
Introduction to the Visual Arts
History of Architecture
Studio Art: Elements of Design
Studio Art: Drawing
Studio Art: Creative Photography
Studio Art: Film Making
Ancient Art
Medieval Art
Italian Art of the Early Renaissance
Northern European Art of the Renaissance Period
History of Media and Materials
Studio Art: Painting
Studio Art: Sculpture
Studio Art: Ceramics
Studio Art: Monoprint
Studio Art: Physics and the Art of Photography
Special Studies: Women in Art
Special Studies: The Chicago Scene
Italian Art of the 16th Century
17th Century Art
18th Century Art
19th Century Art
20th Century Art
American Art
Special Studies: Great Artists

Theatre
Fundamentals of Public Speaking
Fundamentals of Technical Theatre
Fundamentals of Acting

Foreign Civilization
France and the French World
The German Speaking World
The Spanish Speaking World

Foreign Languages and Literature
French
Beginning French
Intermediate French
French for International Relations
Conversation
Composition
French Literature From the Beginnings to 1800
French Literature From 1800 to the Present
Special Studies
French Pronunciation and Word Formation
Grammar, Syntax, and Style
French Theatre
French Novel
French Poetry
Movements in French Literature
Advanced Composition
French Authors
Creative Composition and Stylistics
Seminar
Internship at New Trier East High School

German
Beginning German
Intermediate German
Conversation
Composition
German for International Relations
Introduction to German Literature
Contemporary Voices
Pronunciation and Word Formation
Grammar, Syntax and Style
The Modern German Theatre
Enlightenment and Sensibility German Literature in the 18th Century
Classical Weimar
Age of Realism
Novella
Modern German Poetry and Fiction
Advanced Conversation
Creative Composition and Stylistics
Seminar
Internship at New Trier East High School

Linguistics
Descriptive Linguistics
Romance Philology
A Comparative History of English and German
Semantics and Lexicology

Spanish
Beginning Spanish
Intermediate Spanish
Conversation
Composition
Spanish for International Relations
Spanish Literature from Beginnings to 1681
Spanish Literature from 1700 to Present
Special Studies
Spanish-American Literature from Beginnings to 1860
Spanish-American Literature from 1860 to Present
Spanish Pronunciation and Word Formation
Grammar, Syntax, and Style
Spanish Theatre
Spanish Novel
Spanish Poetry
Advanced Conversation
Creative Composition and Stylistics
Seminar
Internship at New Trier East High School
Internship at Field Museum of Natural History

Health Services
Introductory Seminar-Current Issues in Health Care
Economics of Health Care I
Economics of Health Care II
Introduction to Probability Theory and Statistical Inference
Economic Statistics
Medical Ethics
Organization and Industrial Psychology
Internship
Senior Seminar

History
Europe From the Renaissance to the French Revolution
Modern European History, 1789-1945
Foundations of the American Republic
Modern America
History of Afro-America
Latin America: The Colonial and Revolutionary Periods
Modern Latin America
The Contemporary World
Europe in the Era of the First World War
American Diplomacy Since 1898
The Ancient World
The Middle Ages
20th Century Europe
History of Russia
Tudor-Stuart Britain
Modern Britain
Age of the Enlightenment
History and Literature
Literature, Society, and Dissent in Russia
History of Africa
Intervention in Latin America: Good Neighbors and Bad Neighbors
The American Civil War
American Social History
American Economic & Business History
The Modern American City
Black Leadership and Ideology

Education in American Society and Thought
Women in Modern Society: Europe and America
Historical Patterns of Community in America
Term in America
The Cuban Revolution
Psychohistory
Social and Economic Development of Europe
The Russian Revolution
History of Modern France
Edwardian England
American Thought
Oral and Community History
Western Civilization I and II

Local and Regional Studies
Regional Economics
The Modern American City
Urban and Suburban Politics
Regional Political Behavior
Urbanization
Demography
Community Psychology
Introduction to Probability Theory and Statistical Inference
Economics Statistics
Social Research: Design
Term in America
Internship
ACM Urban Term in Chicago
Introduction to Planning
Seminar in Environmental and Land Use Planning

Mathematics
Elementary Algebra
Mathematics of Games and Gambling
Elementary Functions
Calculus I
Calculus II
Honors Calculus I
Honors Calculus II
Linear Algebra
Introduction to Probability Theory and Statistical Inference
Finite Mathematics with Applications
Mathematics of Finance
Linear Algebra and Multivariable Calculus
Differential Equations
Honors Multivariable Calculus
Number Theory
History of Mathematics
Complex Analysis
Numerical Analysis
Algebra
Geometry
Mathematical Probability
Mathematical Statistics
Topology
Topics in Modern Analysis
Seminar

Music
Perspectives on Music
Choir
Madrigals
Introduction to Music Literature
Applied Music
Symphonic Masterpieces
Introduction to Non-Western Music
Music Theory
Avant-Garde in 20th Century
History of Jazz
Chamber Music
History of Opera
Counterpoint
Invertible Counterpoint and Fugue
Form and Analysis
Music in the Classic and Romantic Eras
Music in the Middle Ages and Renaissance
Modern Harmony and Counterpoint
Music in the Baroque Period
20th Century Music
American Music
Seminar in Music History

Philosophy
Reasoning: Theory and Practice
Introduction to Philosophy
Existential Thought
Contemporary Ethical Issues
Feminism: Philosophical Issues
Medical Ethics
Business and Professional Ethics
The Holocaust: Philosophical and Theological Implications
Modern Logic and the Philosophical Problems of Science
Ancient Greek Philosophy
Rationalism and Empiricism
Continental Philosophy: Hegel to Bergson
Philosophy of Education
Nihilism/Paradise: Philosophy in Literature
Esthetics: Reflections on Art
Phenomenology and Existentialism
Dialogue
Symposium

Physics
Space, Time, and Motion
Light, Sound, and the World of Waves
Chance, Fate, and Physical Law
The Energy Crisis
Astronomy and Cosmology
General Physics
The Physics and the Art of Photography
Atomic and Nuclear Physics
Thermodynamics
Electronics
Analytical Mechanics
Electricity and Magnetism
Modern Optics
Advanced Analytical Mechanics
Quantum Mechanics

Politics
Introduction to Politics: Theory, Comparative, International
American Political Institutions
Comparative European Constitutional Systems
Comparative Communist Systems
Non-Western Politics
Introduction to African Politics and Society
Government and Politics of Latin America
Introduction to Japan
Political Parties
The Presidency
Congress
Local Politics and Administration
Psychopolitics
American Foreign Policy
The Vietnam War
Introduction to Political Theory
The Legal Process
Tutorial
Topics in Comparative Politics
Government and Politics of Subsaharan Africa
Public Administration
Public Policy Analysis
Problems in American Politics
Regional Political Behavior
World Politics
Topics in International Relations
Topics in Political Theory
Political Thought: Plato to Machiavelli
Political Thought: Hobbes to the Present
American Constitutional Law
Civil Liberties
Junior Seminar
Independent Research
Seminar on Modern Africa
Senior Seminar
Senior Thesis
Internship in Politics

Psychology
Survey of Psychology
Environmental Psychology
Topical Introduction: How to be Sane in a Crazy World
Social Psychology, Movies and Mass Media
Psychology of Aggression
Topical Introduction: Therapeutic Approaches to Love and Loneliness
Personality Development: Childhood and Adolescence
Adulthood and Aging
Conceptual and Quantitative Foundations of Psychology
Psychology of Men and of Women
Organizational and Industrial Psychology
Social Psychology of Oppression
Social Behavior: Individual Processes
Basic Processes: Perception
Basic Processes: Learning
Psychology Applied to Education
Psychology of Sellers and Consumers
Motivation
Behavior and Learning Disorders in Children
Abnormal Psychology
Diagnostic Techniques of Personality Evaluation
Psychology of Human Sexual Behavior
Physiological Psychology
Human Personality
Models of Man
Design and Analysis of Experiments
Community Psychology
Clinical Psychology
Seminar in Cognitive Psychology
Practicum: Helping Skills
Advanced Experimental Research Seminar

Religion
Problems of Religious Thought
Biblical Heritage: Myth, Legend and History
Biblical Heritage: Law, Prophets and Teaching
Jesus in Legend and History
Readings in Interpretation of Religion
Contemporary Religious Thought
Eastern Spiritual Paths
Living Religions: Judaism
Living Religions: Christianity
Hans Kung and the Catholic Crisis
Approaches to Existence

Sociology and Anthropology
Youth and Society
Anthropology and Literature
Human Societies
Kinship
Ecology: Environment and Culture
Nationalism, Ethnicity and Class
Law, Politics and Society
Human Origins
Leisure & Lifestyles: TV in America
Sport and Society
Principles of Social Organization
Sociology of Life Cycles
Deviance and Crime
Social Problems
Sociology of Sex Roles
Ekistics (Science of Human Settlements)
Social Research: Design
Social Research: Techniques
Urbanization
Demography: Population Dynamics
Women's Roles in Cross-Cultural Perspective
Social Stratification
Technology and Human Values
Culture and Personality Seminar
Social Explanation and Theory
Senior Seminar: Applied Social Research

LEGEND

1. Farwell Field
2. Faculty
3. Gregory Hall
4. McClure Hall
5., 6. Lake Forest School of Management
7. Alumni Memorial Field House, Rink
8. Tennis Courts
9. Sports - Health Center
10. Roberts Hall
11. Hixon Hall
12. Moore Hall
13. Nollen Hall
14. President's House
15. Glen Rowan
16. Reid Hall
17. Holt Chapel
18. Blackstone Hall
19. Harlan Hall
20. Durand Commons
21. Donnelley Library
22. Faculty Circle
23. North Gym
24. Carnegie Hall
25. McCormick Auditorium
26. Johnson Science Center
27. Freeman Science Library
28. College Hall
29. Holt House
30. North Hall
31. Patterson Lodge (Admissions)
32. Ravine Lodge
33. Physical Plant
34. Bradley Lodge
35. Deerpath Hall
36. Durand Institute
37. Lois Durand Hall
38. Presbyterian Church

LAKE FOREST COLLEGE

LAKE FOREST, ILLINOIS 60045